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preschool curriculum	physical coordination involvement	manipulative materials	creative arts	excursions
language development	enriching experiences	enriching experiences	science experiences	sample lesson plan
reinforcement	manipulative materials	audio-visual materials	library	curriculum
			preschool education	

17. ABSTRACT (MAX. 250 WORDS)

Experiences within an enriched environment are provided to prepare disadvantaged preschool youth for school, to increase their potential for initial success in school, and to provide them with opportunities to realize their individual potentials. Structure without rigidity is achieved through a planned "prepared" environment in which the curriculum of language and concept development is the essence of the program. Opportunities are provided for creativity and involvement, and provisions are made for individual differences.

The schedule begins with a period of activity with manipulative materials designed to foster physical coordination, development of sensory modalities, and language growth. The language development period emphasizes involvement through verbal or physical activity and includes language awareness, vocabulary enrichment, visual and auditory discrimination and cognitive development. Enrichment experiences used in conjunction with this phase include audio-visual materials, trips, movies, resource people, science experiences and assemblies. Examples of each are given. In the middle of the morning a nutrition period provides an opportunity for informal conversation and learning manners. Story groups help children learn to verbalize. Creative arts include all kinds of art and construction media.

A sample lesson plan describes activities which might be chosen by a teacher with the assistance of parent aides to accomplish the goals outlined.

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OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

PRESCHOOL CURRICULUM

I. Purpose

The purpose of this program is to provide experiences within an enriched environment to prepare disadvantaged preschool youth for school, to increase their potential for initial success in school, and to provide them opportunities to realize their individual potentials.

The approach taken here is experimental in nature and is based on perusal of the current literature on child growth and development, and studies of preschool programs.

The enriching experiences provided, develop sensory modalities, language growth, and concept development. They are activities which stimulate child participation, or involvement, for his fullest utilization, and provide reinforcement thru variety and overlapping of approaches.

The formative years for language and cognitive development, occur during infancy and through four years of age. Since it is estimated that fifty percent of a child's intellectual growth takes place during these years, the program, of necessity, for disadvantaged preschool children must be in part, remedial or theraputic.

In developing the structure of the program in the areas of language and concept development, language development lessons, and guides for use of manipulative material have been prepared with specific developmental steps in mind.* Check lists of skills are being kept to show progress and sequence. These will be used the following year for preparation of lessons. Results from evaluation and testing done by the Research Department are taken into consideration in planning. Structure without rigidity is achieved through a planned "prepared" environment in which the curriculum of language and concept development is the essence of the program.

A structured program includes:

1. scheduling
2. specific goals with lessons and materials to achieve these goals
3. consideration for developmental sequences - in social, emotional, physical and language growth

(*Teachers use their own judgment and creativity in implementing the suggested lessons in the program)

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I. Purpose (continued)

4. opportunity for creativity
5. provision for individual differences
6. provision for involvement
7. opportunities for reinforcement
8. minimizes over-stimulation

Structure in the program provides training in these areas which are related to curriculum:

1. orientation to environment
2. concept of time - past, future, passage of time, recalling
3. sequence
4. development of sensory (auditory and visual, etc) and motor experiences
5. opportunities for language development

II. Schedule

A. Manipulative (40 min.)

Self selected developmental activities for physical coordination, development of sensory modalities, one-to-one relationships, language growth and individual differences.

These materials were selected with a developmental sequence in mind. Children use them in a self-selection process, yet children with specific needs are guided in their choices. The materials involving in nature, and the developmental sequence is emphasized with parent aides by giving suggestions and directing their use. (see Guides For Use of Manipulative Material)

Examples of materials*

hammer - nail
peg board
design games
puzzles
sequence puzzles
catagorizing lotto
blocks
matching shapes, textures, colors
manipulative letter games
tracing shapes

Language promoting experiences
puppets
flannel stories
play house
story listening
tapes of recorded lessons

B. Language Development (20 min.)

Total group participation - all lessons are flexible, dependent on the teacher and her creativity. They are prepared with involvement in mind so there is some verbal or physical activity associated with lessons.

1. Speech Production

   To develop good habits of articulation and awareness to speech mechanisms.

2. Language Awareness

   To help children develop a sensitiveness and awareness to language and language symbols.

3. Language Patterns

   To help children develop simple, appropriate expressive language ability.

4. Vocabulary Enrichment

   To provide varied sensory and enriching experiences which will encourage expressive language.

5. Literature

   To develop taste and appreciation of good literature.

6. Visual Perception

   To develop discrimination abilities in figure-ground, space constancy and special relationships, visual motor co-ordination, directionality, and body concept and image.

7. Auditory Discrimination

   To develop an awareness to sounds and their qualities, and ability to attend.

II. Schedule (continued)

8. Cognitive Development

To help children develop ability to organize and relate to their environment, notice likenesses and differences, catagorize, make relationships, develop memory, time and sequence orientation. (see Language Development Lessons)
All of above are inter-related but important enough to be considered separately.

C. Enriching experiences used in conjunction with, or follow-up of language development. (any time during day)

audio-visual materials
excursions and trips
cooking and eating experiences
photograph and movies of children (self image)
resource people and visitors
science experience
assemblies
(see III for specific examples of experiences)

D. Nutrition* (20 min.)

1. informal conversation -
2. manners
3. tasting experiences
4. pouring and serving

E. Story Groups* (20 min.)

1. interaction with story -
2. verbalizing

F. Physical development* (25 min.)

1. concepts about space -
2. large muscle coordination
3. physical fitness
4. creative rhythms
5. socializing experiences

G. Creative Arts (40 min.)

1. construction
2. large blocks

*Parent Aides are particularly valuable in these curriculum areas, but participate in all areas. (see VII in Parent Aide Program for details)

II. Schedule (continued)

3. painting
4. cutting and pasting
5. clay
6. water play etc.

III. Examples of Enriching Experiences

A. Audio - Visual

1. opaque projector
2. tape recorder
3. film strips
4. posters and pictures
5. movies
6. magazines
7. objects from home and school to stimulate vocabulary
8. slides and prints

B. Excursions and Trips

To specific points of interest within the school, - office, library, lunchroom, auditorium, another class, outside of school plant -
To specific points of interest in community - repair shops, grocery, apartments, fire station, park, post office, mailbox, signal, library, vacant lot -
To specific points of interest in city, - Fairyland, duck pond, zoo, parents home for cooking, a picnic -

C. Cooking and eating experiences

Eating - fresh pineapple, radishes, apples, cocoanut, walnuts, popcorn, cottage cheese, celery, carrots, string beans avacado, chestnuts - Preparation and eating, squeezing orange juice, baking cakes, making frosting, jello, pudding, applesauce, cocoa, soup, butter, popcorn, custard, curds and whey, cookies -

D. Photographs of children in centers for self viewing

Movies of children, slides of children, black and white prints of children - (used for recalling and retelling experiences, developing positive self image, sensitiveness to expression and mood, promoting language)

III. Examples of Enriching Experiences (continued)

E. Use of Library

1. browsing
2. research
3. sharing books
4. checking out books
5. library standards
6. care of books, - vocabulary
7. Public library - getting library card - trip to public library

F. Resource People and Visitors

1. school nurse
2. school doctor
3. policeman
4. students - playing violin, sharing pet, school monitors
5. parents - playing guitar, sharing games and animals
6. principal
7. custodian
8. other teachers
9. librarian

G. Science Experiences

1. planting seeds in various substances
2. evaporation
3. weather - seasons, temperature, changes
4. cocoon - butterfly
5. hatching chicks
6. using yeast
7. exploring five senses
8. how plants grow
9. snails and worms
10. shadows
11. waterlife - fish, tadpoles, turtle, octopus, starfish
12. smelling foods - coffee vs. chocolate
13. air experiments
14. floating experiments
15. planting, potato, carrot tops etc.

III. Examples of Enriching Experiences (continued)

16. awareness to environment - change, details, etc.
17. measuring
18. sound - listening, comparing, etc.

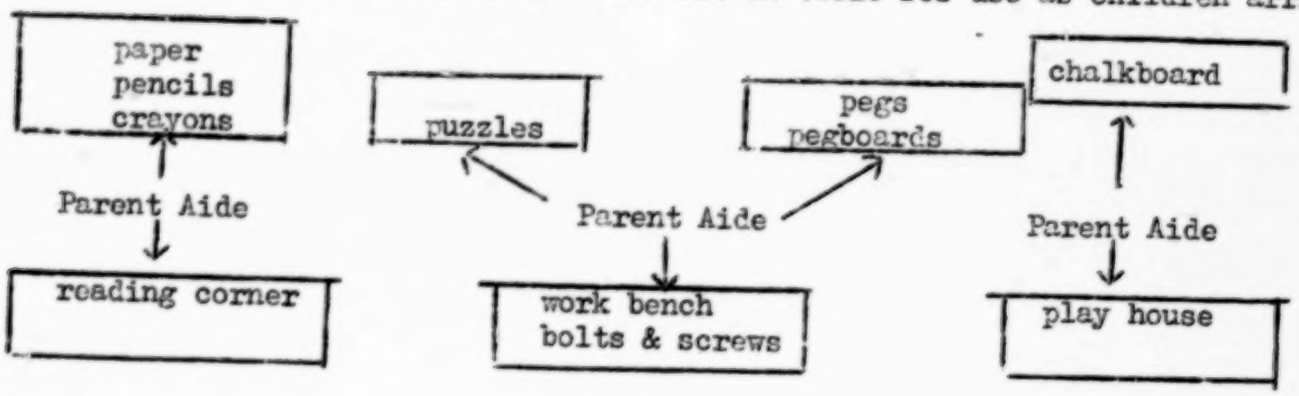
H. Assemblies or joint activities with kindergarten or other classes

1. attending assemblies
2. puppet show
3. kindergarten music activity
4. visits to and from kindergarten on group and individual basis
5. participate in assemblies
6. joint activities with other classes
7. students from other classes to read to preschoolers

IV. Sample Lesson Plan

8:15 One Parent Aide and Teacher have arrived early to arrange room environment, organize art supplies, etc.

8:40-9:20 Routines (health check, hang up coats and hats, etc.)
(Teacher free to greet children and parents as they arrive. Parent Aides assist with routines.)
Self-selected developmental activities for manipulative, language and concept development.
These materials are out on table for use as children arrive.



Teacher-Moves to areas where needed - General Supervision

IV. Sample Lesson Plan (continued)

9:20-9:50 Language Development

Transition: After each child has put away the manipulative materials he moves to the group meeting place (this should be a regular place used for this purpose.) Teacher moves over to the group meeting place to be available as children arrive.

Parent Aides assist in putting materials away.

Children sit on floor.

1. Teacher sings "Eensey Weensy Spider" as children move over to the group. (This new activity, will encourage them to put materials away and will give those who finish first something to do instead of "just waiting". (Parent Aides move over to group as children join the group.)

2. Teacher sings "This is the Way"
   To clap my hands
   Touch my nose
   Wiggle my tongue (etc.)
   Using parts of the body. (This develops perception of self.)

(One Parent Aide prepares snack)

3. Language and/or Speech Development, use Lesson 1 in "Games and Jingles for Speech Development".
   (Have a rag doll for demonstration)
   Talk about parts of body. Illustrate with doll:
   "I'm a limp rag doll.
   I have no bones
   My arms are limp
   My neck is limp
   I'm a limp doll"
   "Let's stand up and play that we are each a rag doll", Repeat verse - several times if children are interested and participating.

IV. Sample Lesson Plan (continued)

4. Sharing - Children have opportunity to verbalize experiences. Articulation is emphasized. (Involvement, either verbal or physical is important during language development time.) (see language lessons for more detail)

9:50-10:20 Nutrition

Transition: Parent Aides invite children to snack time. Each Parent Aide will serve as hostess at a table with four or five children.

(Crackers are served in baskets so that children can pass and serve themselves. Small plastic pitchers are used for milk so that children can pour their own milk. A damp sponge is kept at each table so that children can clean up if milk is spilled.)

Each Aide encourages informal conversation about manners and the foods served at snack time.

Story Groups - As children finish snack and clean up, each Aide has a story time with her group. This can be at the table or sitting on the floor.

10:20-10:50 Transition: As each group finishes stories, children get wraps and go outside with Parent Aide, for Physical Development.

Children help in taking out equipment.

Physical Development - Suggested activities for one day for developing body image and concept.

Climbing a ladder or jungle gym
Walking on a balance board
Stepping from one block to another
(Take out big wooden blocks)
Ascending a sloping board (ramp)
Using slide or teeter-totter

Activities to develop relationship of body to other objects:

Climb on something
Jump over something

IV. Sample Lesson Plan (continued)

(One Parent Aide prepares art material)

Crawl under something
Go around something
Stand in something
Step out of something

It is good for them to say what they are doing, so that words, action and position become firmly associated.

Activities to develop motor coordination

Catching and throwing a beanbag or ball
Rolling and catching a hoop
Running, jumping, hopping, skipping, duck walking
Trying to touch toes with fingers

(One Parent Aide could return to room early to set up materials for art activities and/or science experiences while children are still outside.)

10:50-11:30 Creative Arts

Transition: As children come back in from playground, they put equipment away, hang up coats and hats, choose an art activity such as painting, wood gluing, cutting and pasting, collage.

11:25-11:30 Transition: As parents arrive, let children get wraps, etc. Teacher should be free to chat with parents. This is possible if children are not all getting ready to leave at the same time.

11:30-11:40 Evaluation - Teacher, Parent Aides discuss children and program.

V. Resources

These Oakland Public School resources have been used to provide background and extension of preschool curriculum (For complete list of resources and references see Preschool Bibliography)

1. Curriculum Guide, Grades Kdgr., one, two
2. Find Time For Poetry Kindergarten, one, two
3. Excursions for Kindergarten Pupils
4. Physical Fitness Program K-6
5. Audio-visual Catalogues - Inservice Training - Cultural Diversity